1997-98 Louisiana Progress Profiles

District Composite Report

Claiborne Parish

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Louisiana Department of Education
Office of Management and Finance
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Louisiana State Board of Elementary and Secondary Education

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KEY TO TABLES

Introduction

The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards, District Composite Reports,* and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1997-98, *School Report Cards* were produced for **1,414 of 1,445** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

> *"Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards."*
>
> —Bill Honig
>
> *Phi Delta Kappan*, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of this Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part 1 therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.

- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part 2 focuses on key educational "inputs" and resources at the school level, i.e., the size of the student body and faculty, the school's category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.

- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports three types of school-level outputs: student performance on 1) reading level evaluation results for grades 2 and 3, which assess students' ability to read and comprehend on grade level, 2) criterion-referenced tests (CRTs), which measure students' performance on state-prescribed curricula, and 3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The Reading Level Evaluation Results reported on the *School Report Cards* are based on the assessment conducted on second and third grade students by their teachers at each profile school. The CRT results reported on the *School Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance utilizing two tests: 1) *The Iowa Tests of Basic Skills (ITBS)* which is administered for grades 4, 6, and 8, and 2) *The Iowa Tests of Educational Development (ITED)* which is administered for grades 9, 10, and 11.

- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

A brief narrative, organized as follows introduces each indicator presented in this report:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;

- a description of how data are organized in the accompanying table(s);
- a description of how data appear in the *School Report Cards;*
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and
- the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district and statewide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving *1997-98 School Report Cards* are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.
- *middle/junior high*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8, and excludes grades in the K-3 and 10-12 ranges.
- *high*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the K-12 range and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other

words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- unemployment rate,
- per capita income,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census, the Louisiana Department of Health and Hospitals, and Northeast Louisiana University Center for Business and Economic Research.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years). These longitudinal school-level data are presented in the *District Composite Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96, 1996-97, and 1997-98 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent years to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *School Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents "unavailable data."

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods, data sources, and/or revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96, 1996-97, and 1997-98 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96, 1996-97, and 1997-98 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.

2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96, 1996-97, and 1997-98 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. "The missing ingredient in most education indicator systems is analysis," notes Allen Odden. "Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change" (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *School Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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Odden, A. (1990). Educational indicators in the United States: The need for analysis. *Educational Researcher*. *19* (5), 24-29.

Smith, M. (1988). Educational indicators. *Phi Delta Kappan*, *69* (7), 487-491.

LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

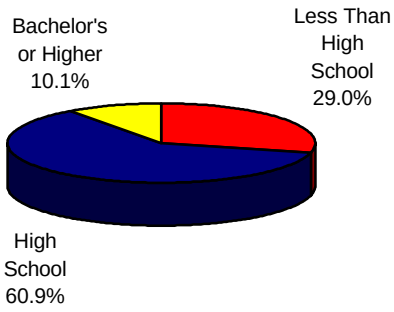
Definitions

- *Education Attainment*—is divided into three levels:
  1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
  2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
  3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
  1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
  2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
  3. Service & Other: includes persons with private household occupations, protective service occupations, and other service occupations.
  4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below $15,000 and ends with $100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and "other." The "other" category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and "other."
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was $12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.
- *Per capita income*—is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters).
- *Unemployment rate*—is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This is considered the official unemployment rate and is typically cited in comparisons.

Claiborne Parish Socioeconomic and Demographic Overview

As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

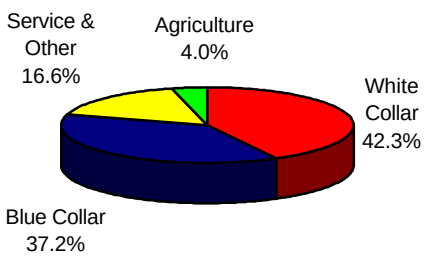
Education Attainment



	Bachelor's or Higher	High School	Less Than High School
State	16.1%	68.3%	15.6%
Nation	24.7%	62.2%	13.1%

Sources: Northeast Louisiana University, Center for Business and Economic Research and NCES, 1995.

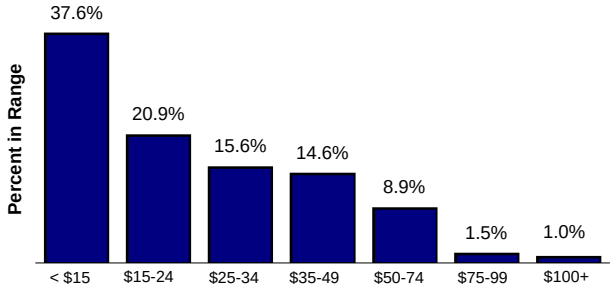
Labor Force



	White Collar	Blue Collar	Service & Other	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Source: US Bureau of Census, 1990.

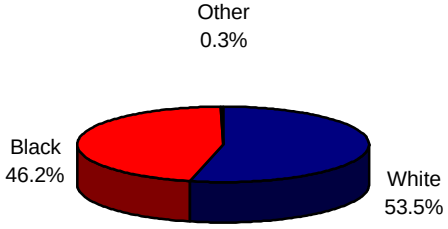
Household Income Distribution



	<$15	$15-24	$25-34	$35-49	$50-74	$75-99	$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Source: US Bureau of Census, 1990.

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Source: US Bureau of Census, 1990.

Poverty Level

	Parish	State	Nation
All Persons Living Below Poverty Level	29.5%	23.6%	15.7%

Source: Northeast Louisiana University, Center for Business and Economic Research, 1993.

Single Parenthood

	Parish	State	Nation
Single Parent Households	18.7%	19.1%	14.8%

Source: US Bureau of Census, 1990.

Labor Related Statistics

	Parish	State	Nation
Per Capita Income [1]	$14,932	$19,709	$24,436
Unemployment Rate [2]	9.9%	6.6%	5.4%

Sources: 1) Northeast Louisiana University, Center for Business and Economic Research, 1996. 2) Bureau of Labor and Statistics, US. Dept of Labor, 1996.

Teen Pregnancy

	Parish	State	Nation
Teen Pregnancy Rate	22.0%	18.9%	12.9%

Source: Louisiana Department of Health and Hospitals, 1996.

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- *Revenues*—are governmental funds appropriated for public education. Revenues are received from four main sources:
  1. Local: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
  2. State: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
  3. Federal: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
  4. District revenues per pupil: total revenues divided by the adjusted October 1 funded student membership.
- *Expenditures*—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
  1. Instructional Expenditures: monies spent for classroom instruction, pupil support, and instructional staff support.
  2. Non-instructional expenditures: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
  3. Facility Acquisition & Construction Services: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
  4. District expenditures per pupil: total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers,* which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1998, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

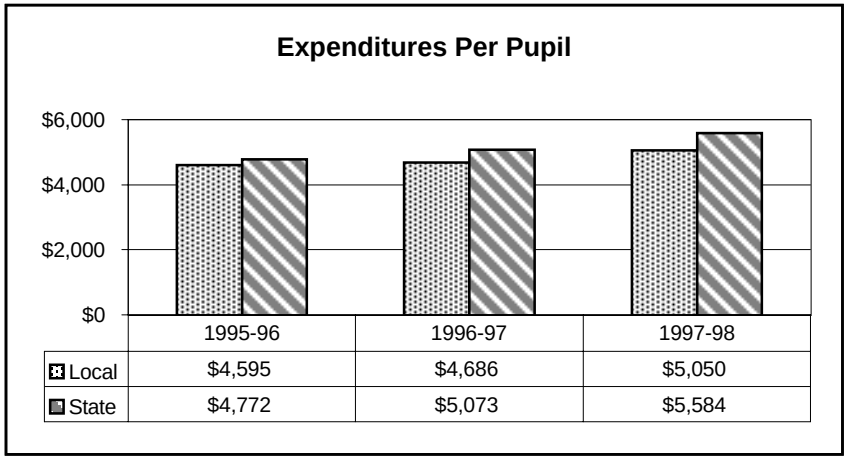
Claiborne Parish Financial Profile

District Revenue by Source									
	1995-96			1996-97			1997-98		
Revenue Source	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	$3,250,401	24.0%	36.8%	$3,746,469	26.3%	37.4%	$4,872,576	29.3%	37.6%
State	$8,188,200	60.5%	50.9%	$8,356,670	58.7%	50.8%	$9,517,664	57.3%	51.0%
Federal	$2,102,632	15.5%	12.3%	$2,127,941	15.0%	11.8%	$2,224,866	13.4%	11.4%
Total	**$13,541,233**	**100.0%**	**100.0%**	**$14,231,080**	**100.0%**	**100.0%**	**$16,615,106**	**100.0%**	**100.0%**

Adjusted October 1 Student Membership		
1995-96	1996-97	1997-98
3,004	2,933	2,945

Revenues Per Pupil			
	1995-96	1996-97	1997-98
Local	$4,508	$4,852	$5,642
State Average	$4,981	$5,296	$5,818

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1995-96	$17,631	$24,178	$26,800
1996-97	$18,731	$25,116	$29,025
1997-98	$20,931	$25,958	$31,131



District Expenditures by Category									
	1995-96			1996-97			1997-98		
Expenditure Category	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	$8,758,355	64.0%	68.0%	$8,916,088	65.5%	68.2%	$9,838,356	67.8%	68.9%
Non-Instructional Expenditures	$4,926,762	36.0%	32.0%	$4,687,417	34.5%	31.8%	$4,681,975	32.2%	31.1%
Subtotal	**$13,685,117**	**100.0%**	**100.0%**	**$13,603,505**	**100.0%**	**100.0%**	**$14,520,331**	**100.0%**	**100.0%**
Facility Acquisition & Construction Services	$118,280			$141,824			$352,935		
Total Expenditures (excluding debt services)	**$13,803,397**			**$13,745,329**			**$14,873,266**		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

	Schools in Claiborne Parish					
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**
Schools in Claiborne Parish						
October 1 Membership	2,914	2,930	2,942	2,847	2,791	2,791
Number of Faculty	206	207	214	215	205	204

	Faculty with a Master's Degree or Higher											
	1992-93		**1993-94**		**1994-95**		**1995-96**		**1996-97**		**1997-98**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Faculty with a Master's Degree or Higher	51.94	107	52.17	108	47.66	102	50.00	104	46.50	93	44.12	90

	Class Size Characteristics for Grades K-12											
	1992-93		**1993-94**		**1994-95**		**1995-96**		**1996-97**		**1997-98**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Class Size Characteristics for Grades K-12												
Elementary Schools												
Class Size Range 1 - 20	~	~	31.82	49	55.47	71	40.94	52	32.50	39	39.00	39
Class Size Range 21 - 26	~	~	68.18	105	25.78	33	55.12	70	66.67	80	45.00	45
Class Size Range 27 or more	~	~	0.00	0	18.75	24	3.94	5	0.83	1	16.00	16
Middle/Jr. High Schools												
Class Size Range 1 - 20	~	~	31.61	49	41.18	63	53.33	80	63.16	96	58.93	99
Class Size Range 21 - 26	~	~	46.45	72	37.91	58	38.00	57	28.95	44	37.50	63
Class Size Range 27 or more	~	~	21.94	34	20.92	32	8.67	13	7.89	12	3.57	6
High Schools												
Class Size Range 1 - 20	~	~	60.38	96	61.35	100	57.67	94	55.70	88	54.73	81
Class Size Range 21 - 26	~	~	31.45	50	26.38	43	27.61	45	27.85	44	32.43	48
Class Size Range 27 or more	~	~	8.18	13	12.27	20	14.72	24	16.46	26	12.84	19
Combination Schools												
Class Size Range 1 - 20	~	~	72.41	147	70.62	125	78.95	150	76.16	131	74.71	130
Class Size Range 21 - 26	~	~	16.26	33	25.42	45	13.68	26	19.19	33	21.26	37
Class Size Range 27 or more	~	~	11.33	23	3.95	7	7.37	14	4.65	8	4.02	7
All Schools												
Class Size Range 1 - 20	43.36	281	50.82	341	57.81	359	59.68	376	58.80	354	59.15	349
Class Size Range 21 - 26	39.04	253	38.75	260	28.82	179	31.43	198	33.39	201	32.71	193
Class Size Range 27 or more	17.59	114	10.43	70	13.37	83	8.89	56	7.81	47	8.14	48

~ = Unavailable Data

District Indicator Summary Results

Student Participation

	Student Attendance					
	1992-93[1]	**1993-94**	**1994-95**	**1995-96**[2]	**1996-97**	**1997-98**
Percent of Student Attendance						
Elementary Schools	~	94.43	96.10	94.77	95.67	95.28
Middle/Jr. High Schools	~	94.88	94.74	93.69	94.45	94.11
High Schools	~	92.60	94.12	94.32	92.89	92.92
Combination Schools	~	95.49	95.06	95.08	95.19	93.94
All Schools	94.00	94.49	95.13	94.52	94.71	94.20

	Student Dropouts											
	1992-93[3]		**1993-94**		**1994-95**		**1995-96**		**1996-97**		**1997-98**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Student Dropouts												
Grade 7	0.75	2	2.39	7	0.00	0	3.93	9	1.96	4	0.99	2
Grade 8	0.00	0	1.16	3	0.41	1	4.61	10	7.35	15	2.27	5
Grade 9	2.75	6	0.38	1	1.10	2	9.92	25	9.69	22	5.96	14
Grade 10	2.15	4	1.99	4	0.95	2	6.06	14	9.65	22	7.87	17
Grade 11	4.97	9	0.58	1	2.16	3	6.75	11	5.35	10	4.57	8
Grade 12	3.16	5	0.00	0	0.00	0	6.45	8	3.68	6	5.03	9

[1] A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.
[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.
[3] In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

	Students Suspended and Expelled											
	1992-93		1993-94		1994-95		1995-96[1]		1996-97		1997-98	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Students Suspended and Expelled												
Elementary Schools												
Suspended (In School)	~	~	~	~	~	~	~	~	0.53	5	0.21	2
Suspended (Out of School)	~	~	2.07	20	1.83	16	2.68	29	1.59	15	6.86	65
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	~	~	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Middle/Jr. High Schools												
Suspended (In School)	~	~	~	~	~	~	~	~	10.15	66	0.15	1
Suspended (Out of School)	~	~	14.80	116	16.40	111	11.99	82	14.46	94	18.96	127
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	~	~	0.13	1	0.30	2	0.15	1	0.00	0	0.00	0
High Schools												
Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Suspended (Out of School)	~	~	10.18	61	13.66	66	13.87	86	12.64	78	14.86	89
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	~	~	0.00	0	0.21	1	0.00	0	0.00	0	0.00	0
Combination Schools												
Suspended (In School)	~	~	~	~	~	~	~	~	0.12	1	0.12	1
Suspended (Out of School)	~	~	5.67	47	9.52	72	4.53	39	6.91	56	9.41	77
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	~	~	0.24	2	0.26	2	0.00	0	0.00	0	0.00	0
All Schools												
Suspended (In School)	~	~	~	~	~	~	~	~	2.42	72	0.13	4
Suspended (Out of School)	9.70	299	7.68	244	9.49	265	7.28	233	8.17	243	11.54	356
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	0.00	0	0.09	3	0.18	5	0.03	1	0.00	0	0.00	0

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

	Reading Level Evaluation Results											
	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98 [1]	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Reading Level Evaluation Results - Grade 02												
Students Assessed		~		~		~		~		~		230
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	77.39	178
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.13	44
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.48	8
Reading Level Evaluation Results - Grade 03												
Students Assessed		~		~		~		~		~		225
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.78	94
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.67	87
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.56	44

	Percent of Students Passing CRT and Number of Students Tested											
	1992-93		1993-94		1994-95		1995-96 [2]		1996-97		1997-98	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Criterion-referenced Test (CRT) Results - Grade 03												
Language Arts	92	213	99	212	86	214	92	213	90	228	83	225
Mathematics	94	212	95	212	89	214	94	213	91	228	82	224
Criterion-referenced Test (CRT) Results - Grade 05												
Language Arts	91	220	86	204	84	192	80	203	81	242	83	212
Mathematics	91	220	95	203	88	190	87	202	84	242	89	212
Criterion-referenced Test (CRT) Results - Grade 07												
Language Arts	93	227	93	225	92	205	90	205	87	191	88	179
Mathematics	84	225	90	225	80	205	74	205	78	189	84	178
Graduation Exit Exam (GEE) Results												
Language Arts	85	162	91	125	94	163	91	198	82	188	92	171
Mathematics	75	160	75	124	94	163	84	198	81	187	72	171
Written Composition	82	159	91	124	96	163	93	198	92	187	95	170
Science	86	157	92	143	91	109	88	153	80	172	84	157
Social Studies	90	157	87	143	87	108	93	153	93	173	85	156

[1] Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

	Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests					
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**[2]
Norm-referenced Test (NRT) Results - Grade 04						
Fourth Quartile	~	~	~	~	~	7.9
Third Quartile	~	~	~	~	~	12.7
Second Quartile	~	~	~	~	~	36.5
First Quartile	~	~	~	~	~	42.9
Percentile Rank	~	~	~	~	~	32.0
Norm-referenced Test (NRT) Results - Grade 06						
Fourth Quartile	~	~	~	~	~	9.7
Third Quartile	~	~	~	~	~	21.0
Second Quartile	~	~	~	~	~	32.3
First Quartile	~	~	~	~	~	36.9
Percentile Rank	~	~	~	~	~	37.0
Norm-referenced Test (NRT) Results - Grade 08						
Fourth Quartile	~	~	~	~	~	7.1
Third Quartile	~	~	~	~	~	16.6
Second Quartile	~	~	~	~	~	47.9
First Quartile	~	~	~	~	~	28.4
Percentile Rank	~	~	~	~	~	37.0
Norm-referenced Test (NRT) Results - Grade 09						
Fourth Quartile	~	~	~	~	~	10.5
Third Quartile	~	~	~	~	~	23.8
Second Quartile	~	~	~	~	~	34.9
First Quartile	~	~	~	~	~	30.8
Percentile Rank	~	~	~	~	~	40.0
Norm-referenced Test (NRT) Results - Grade 10						
Fourth Quartile	~	~	~	~	~	12.9
Third Quartile	~	~	~	~	~	21.9
Second Quartile	~	~	~	~	~	29.7
First Quartile	~	~	~	~	~	35.5
Percentile Rank	~	~	~	~	~	41.0

[1] Represents graduates from the previous school year.

[2] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

	Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests					
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**[2]
Norm-referenced Test (NRT) Results - Grade 11						
Fourth Quartile	~	~	~	~	~	9.9
Third Quartile	~	~	~	~	~	14.1
Second Quartile	~	~	~	~	~	40.1
First Quartile	~	~	~	~	~	35.9
Percentile Rank	~	~	~	~	~	36.0

College Readiness

	American College Test (ACT) Results					
	1992-93	**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**
Average Composite Score	19.3	18.9	17.6	17.1	17.3	17.9

	First-time College Freshmen Performance											
	1992-93		**1993-94**		**1994-95**		**1995-96**		**1996-97**		**1997-98**	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
Number of High School Graduates[1]		162		143		147		140		143		~
HS Graduates Who Were First-time College Freshmen	24.07	39	29.37	42	35.37	52	40.00	56	30.76	44	~	~
First-time Freshmen Enrolled in College Remedial Courses	41.03	16	50.00	21	46.15	24	48.21	27	70.45	31	~	~

[1] Represents graduates from the previous school year.

[2] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

Part 2. School Characteristics

Table 1

Schools in Claiborne Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
014002	**Athens High School**						
	Grade Structure	K-12,S	K-12,S	K-12	K-12,NG	K-12,NG	K-12,NG
	October 1 Membership	236	220	223	230	236	252
	Number of Faculty	20	19	19	21	18	18
	Category	~	Combination	Combination	Combination	Combination	Combination
014003	**Haynesville Elementary School**						
	Grade Structure	P,K-4,S	P,K-4,S	P,K-4	K-4,NG	K-4,NG	K-4,NG
	October 1 Membership	384	369	356	305	303	320
	Number of Faculty	31	28	28	28	28	28
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
014004	**Haynesville High School**						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	224	229	225	248	256	232
	Number of Faculty	23	22	22	22	21	16
	Category	~	High	High	High	High	High
014005	**Haynesville Junior High School**						
	Grade Structure	5-8,NG	5-8,NG,S	5-8	5-8,NG	5-8,NG	5-8,NG
	October 1 Membership	307	302	281	245	237	235
	Number of Faculty	22	23	22	22	21	17
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
014006	**Homer Elementary School**						
	Grade Structure	P,K-4,NG,S	P,K-4,NG,S	P,K-4	K-4,NG	K-4,NG	K-4,NG
	October 1 Membership	564	623	664	575	563	565
	Number of Faculty	41	41	45	45	41	39
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
014007	**Homer High School**						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12	9-12,NG
	October 1 Membership	268	283	291	339	328	325
	Number of Faculty	28	27	28	27	25	23
	Category	~	High	High	High	High	High
014008	**Homer Junior High School**						
	Grade Structure	5-8,S	5-8,S	5-8	5-8,NG	5-8,NG	5-8,NG
	October 1 Membership	412	401	398	383	360	368
	Number of Faculty	29	29	30	30	30	26
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1

Schools in Claiborne Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
014010	**Pineview High School**						
	Grade Structure	K-12,S	K-12,S	P,K-12	K-12,NG	K-12,NG	K-12,NG
	October 1 Membership	211	200	194	211	214	209
	Number of Faculty	20	19	20	22	21	18
	Category	~	Combination	Combination	Combination	Combination	Combination
014011	**Summerfield High School**						
	Grade Structure	K-12	K-12,S	K-12	K-12,NG	K-12	K-12
	October 1 Membership	308	303	310	311	294	285
	Number of Faculty	21	22	22	23	21	19
	Category	~	Combination	Combination	Combination	Combination	Combination
District							
	October 1 Membership	2,914	2,930	2,942	2,847	2,791	2,791
	Number of Faculty	206	207	214	215	205	204

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the districts that receive a *School Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Faculty degree status— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\textit{Percent of Faculty with a Master's Degree or Higher} = \frac{\textit{Number of Faculty with a Master's Degree or Higher}}{\textit{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2

Faculty with a Master's Degree or Higher

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014002	Athens High School	60.00	12	57.89	11	52.63	10	60.00	12	55.56	10	55.56	10
014003	Haynesville Elementary School	25.81	8	32.14	9	35.71	10	30.77	8	38.46	10	42.86	12
014004	Haynesville High School	43.48	10	45.45	10	40.91	9	40.91	9	42.86	9	56.25	9
014005	Haynesville Junior High School	27.27	6	30.43	7	27.27	6	36.36	8	28.57	6	23.53	4
014006	Homer Elementary School	58.54	24	58.54	24	48.89	22	59.52	25	53.85	21	38.46	15
014007	Homer High School	57.14	16	55.56	15	53.57	15	44.44	12	40.00	10	39.13	9
014008	Homer Junior High School	44.83	13	44.83	13	36.67	11	40.00	12	43.33	13	42.31	11
014010	Pineview High School	65.00	13	52.63	10	50.00	10	61.90	13	50.00	10	61.11	11
014011	Summerfield High School	61.90	13	59.09	13	54.55	12	56.52	13	47.62	10	47.37	9
District		51.94	107	52.17	108	47.66	102	50.00	104	46.50	93	44.12	90
State		43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556	39.83	20,938

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels *(Bulletin 741)*. The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *School Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1997-98 School Report Card* provides 1997-98 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report (ASR)* data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\textit{Percent of Classes in Specific Class Size Range} = \frac{\textit{Number of Classes in Specific Class Size Range}}{\textit{Total Number of Classes}} \times 100^{*}$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators (Bulletin 741)*, Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card *indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).*

Table 3a: Class Size Characteristics

Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014003	**Haynesville Elementary School**												
	Class Size Range 1 - 20	71.59	63	61.04	47	88.24	45	53.06	26	60.00	30	58.00	29
	Class Size Range 21 - 26	28.41	25	38.96	30	11.76	6	46.94	23	38.00	19	42.00	21
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	2.00	1	0.00	0
014006	**Homer Elementary School**												
	Class Size Range 1 - 20	0.00	0	2.60	2	33.77	26	33.33	26	12.86	9	20.00	10
	Class Size Range 21 - 26	68.00	51	97.40	75	35.06	27	60.26	47	87.14	61	48.00	24
	Class Size Range 27 or more	32.00	24	0.00	0	31.17	24	6.41	5	0.00	0	32.00	16
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	31.82	49	55.47	71	40.94	52	32.50	39	39.00	39
	Class Size Range 21 - 26	~	~	68.18	105	25.78	33	55.12	70	66.67	80	45.00	45
	Class Size Range 27 or more	~	~	0.00	0	18.75	24	3.94	5	0.83	1	16.00	16
District (All Schools)													
	Class Size Range 1 - 20	43.36	281	50.82	341	57.81	359	59.68	376	58.80	354	59.15	349
	Class Size Range 21 - 26	39.04	253	38.75	260	28.82	179	31.43	198	33.39	201	32.71	193
	Class Size Range 27 or more	17.59	114	10.43	70	13.37	83	8.89	56	7.81	47	8.14	48
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687	34.34	11,090
	Class Size Range 21 - 26	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277	51.25	16,553
	Class Size Range 27 or more	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714	14.41	4,654
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3b: Class Size Characteristics

Middle/Jr. High Schools

	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014005 Haynesville Junior High School												
Class Size Range 1 - 20	0.00	0	27.78	20	39.44	28	71.43	50	80.88	55	76.81	53
Class Size Range 21 - 26	76.47	52	61.11	44	40.85	29	28.57	20	19.12	13	23.19	16
Class Size Range 27 or more	23.53	16	11.11	8	19.72	14	0.00	0	0.00	0	0.00	0
014008 Homer Junior High School												
Class Size Range 1 - 20	4.71	4	34.94	29	42.68	35	37.50	30	48.81	41	46.46	46
Class Size Range 21 - 26	41.18	35	33.73	28	35.37	29	46.25	37	36.90	31	47.47	47
Class Size Range 27 or more	54.12	46	31.33	26	21.95	18	16.25	13	14.29	12	6.06	6
District (Middle/Jr. High Schools)												
Class Size Range 1 - 20	~	~	31.61	49	41.18	63	53.33	80	63.16	96	58.93	99
Class Size Range 21 - 26	~	~	46.45	72	37.91	58	38.00	57	28.95	44	37.50	63
Class Size Range 27 or more	~	~	21.94	34	20.92	32	8.67	13	7.89	12	3.57	6
District (All Schools)												
Class Size Range 1 - 20	43.36	281	50.82	341	57.81	359	59.68	376	58.80	354	59.15	349
Class Size Range 21 - 26	39.04	253	38.75	260	28.82	179	31.43	198	33.39	201	32.71	193
Class Size Range 27 or more	17.59	114	10.43	70	13.37	83	8.89	56	7.81	47	8.14	48
State (Middle/Jr. High Schools)												
Class Size Range 1 - 20	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050	27.45	8,168
Class Size Range 21 - 26	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756	39.66	11,802
Class Size Range 27 or more	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975	32.90	9,791
State (All Schools)												
Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3c: Class Size Characteristics

High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014004	**Haynesville High School**												
	Class Size Range 1 - 20	70.37	57	61.04	47	69.14	56	66.67	54	68.75	55	65.63	42
	Class Size Range 21 - 26	22.22	18	32.47	25	22.22	18	24.69	20	23.75	19	28.13	18
	Class Size Range 27 or more	7.41	6	6.49	5	8.64	7	8.64	7	7.50	6	6.25	4
014007	**Homer High School**												
	Class Size Range 1 - 20	60.53	46	59.76	49	53.66	44	48.78	40	42.31	33	46.43	39
	Class Size Range 21 - 26	28.95	22	30.49	25	30.49	25	30.49	25	32.05	25	35.71	30
	Class Size Range 27 or more	10.53	8	9.76	8	15.85	13	20.73	17	25.64	20	17.86	15
District (High Schools)													
	Class Size Range 1 - 20	~	~	60.38	96	61.35	100	57.67	94	55.70	88	54.73	81
	Class Size Range 21 - 26	~	~	31.45	50	26.38	43	27.61	45	27.85	44	32.43	48
	Class Size Range 27 or more	~	~	8.18	13	12.27	20	14.72	24	16.46	26	12.84	19
District (All Schools)													
	Class Size Range 1 - 20	43.36	281	50.82	341	57.81	359	59.68	376	58.80	354	59.15	349
	Class Size Range 21 - 26	39.04	253	38.75	260	28.82	179	31.43	198	33.39	201	32.71	193
	Class Size Range 27 or more	17.59	114	10.43	70	13.37	83	8.89	56	7.81	47	8.14	48
State (High Schools)													
	Class Size Range 1 - 20	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900	34.96	17,104
	Class Size Range 21 - 26	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607	32.95	16,121
	Class Size Range 27 or more	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576	32.10	15,704
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3d: Class Size Characteristics

Combination Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014002	**Athens High School**												
	Class Size Range 1 - 20	73.81	31	94.12	48	67.31	35	88.46	46	86.96	40	68.75	33
	Class Size Range 21 - 26	26.19	11	3.92	2	32.69	17	9.62	5	8.70	4	22.92	11
	Class Size Range 27 or more	0.00	0	1.96	1	0.00	0	1.92	1	4.35	2	8.33	4
014010	**Pineview High School**												
	Class Size Range 1 - 20	92.31	48	91.43	64	88.73	63	88.61	70	91.30	63	88.57	62
	Class Size Range 21 - 26	3.85	2	7.14	5	9.86	7	0.00	0	7.25	5	10.00	7
	Class Size Range 27 or more	3.85	2	1.43	1	1.41	1	11.39	9	1.45	1	1.43	1
014011	**Summerfield High School**												
	Class Size Range 1 - 20	39.51	32	42.68	35	50.00	27	57.63	34	49.12	28	62.50	35
	Class Size Range 21 - 26	45.68	37	31.71	26	38.89	21	35.59	21	42.11	24	33.93	19
	Class Size Range 27 or more	14.81	12	25.61	21	11.11	6	6.78	4	8.77	5	3.57	2
District (Combination Schools)													
	Class Size Range 1 - 20	~	~	72.41	147	70.62	125	78.95	150	76.16	131	74.71	130
	Class Size Range 21 - 26	~	~	16.26	33	25.42	45	13.68	26	19.19	33	21.26	37
	Class Size Range 27 or more	~	~	11.33	23	3.95	7	7.37	14	4.65	8	4.02	7
District (All Schools)													
	Class Size Range 1 - 20	43.36	281	50.82	341	57.81	359	59.68	376	58.80	354	59.15	349
	Class Size Range 21 - 26	39.04	253	38.75	260	28.82	179	31.43	198	33.39	201	32.71	193
	Class Size Range 27 or more	17.59	114	10.43	70	13.37	83	8.89	56	7.81	47	8.14	48
State (Combination Schools)													
	Class Size Range 1 - 20	~	~	58.95	4,515	56.60	4,451	57.86	4,551	57.86	4,555	59.43	4,441
	Class Size Range 21 - 26	~	~	28.10	2,152	29.29	2,303	28.71	2,258	29.93	2,356	29.14	2,178
	Class Size Range 27 or more	~	~	12.95	992	14.11	1,110	13.43	1,056	12.21	961	11.43	854
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Part 3. Student Participation

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *School Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The *1997-98 School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card *indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).*

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, "a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips."

  "Students who meet the above criteria and are present at the school site for 26-50 percent of the student's instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student's instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department." *(Bulletin 741)*

  As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.
- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback. 126,* 12.

Bennett, W. J. (1988). *American Education - Making It Work.* 17. Washington, DC: U.S. Government Printing Office.

Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles.* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741).* Baton Rouge, La.: Author.

Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\textit{Percent of Student Attendance} = \frac{\textit{Aggregate Days of Attendance}}{\textit{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\textit{Percent of Student Attendance} = \frac{\textit{Total Aggregate Days of Attendance for All Schools in the District}}{\textit{Total Aggregate Days of Membership for All Schools in the District}} \times 100^{*}$$

State-level Aggregation

$$\textit{Percent of Student Attendance} = \frac{\textit{Total Aggregate Days of Attendance for All Schools in the State}}{\textit{Total Aggregate Days of Membership for All Schools in the State}} \times 100^{*}$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance

Elementary Schools

	1992-93[1]	1993-94	1994-95	1995-96[2]	1996-97	1997-98
014003 Haynesville Elementary School	95.05	95.84	95.94	96.66	95.97	95.05
014006 Homer Elementary School	94.29	93.59	96.17	93.78	95.48	95.39
District (Elementary Schools)	~	94.43	96.10	94.77	95.67	95.28
District (All Schools)	94.00	94.49	95.13	94.52	94.71	94.20
State (Elementary Schools)	~	95.01	95.21	95.01	95.20	95.01
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

[1] A standard attendance defintion was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance

Middle/Jr. High Schools

	1992-93[1]	1993-94	1994-95	1995-96[2]	1996-97	1997-98
014005 Haynesville Junior High School	94.44	95.81	96.10	95.44	95.08	94.98
014008 Homer Junior High School	92.23	94.20	93.81	92.54	94.03	93.55
District (Middle/Jr. High Schools)	~	94.88	94.74	93.69	94.45	94.11
District (All Schools)	94.00	94.49	95.13	94.52	94.71	94.20
State (Middle/Jr. High Schools)	~	92.84	92.72	92.56	93.14	92.69
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

[1] A standard attendance defintion was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance

High Schools

	1992-93[1]	1993-94	1994-95	1995-96[2]	1996-97	1997-98
014004 Haynesville High School	91.88	91.64	94.10	93.86	93.25	94.20
014007 Homer High School	93.79	93.37	94.12	94.65	92.60	92.00
District (High Schools)	~	92.60	94.12	94.32	92.89	92.92
District (All Schools)	94.00	94.49	95.13	94.52	94.71	94.20
State (High Schools)	~	90.97	91.02	90.62	91.06	90.75
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

[1] A standard attendance defintion was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4d: Percent of Student Attendance

Combination Schools

	1992-93[1]	1993-94	1994-95	1995-96[2]	1996-97	1997-98
014002 Athens High School	93.74	94.47	92.84	92.74	94.69	92.71
014010 Pineview High School	94.63	95.97	96.61	98.00	97.05	94.51
014011 Summerfield High School	95.74	95.90	95.64	94.83	94.22	94.60
District (Combination Schools)	~	95.49	95.06	95.08	95.19	93.94
District (All Schools)	94.00	94.49	95.13	94.52	94.71	94.20
State (Combination Schools)	~	94.45	94.48	94.20	94.67	94.16
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

[1] A standard attendance defintion was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

1. *Dropout*—the National Center for Education Statistics (NCES) defines a dropout in the following manner. A school dropout is an individual who was enrolled in school at some time during the previous year, was not enrolled at the beginning of the current school year, had not graduated from high school or completed an approved educational program, and did not meet any of the following exclusionary conditions:

    - Death;
    - Temporary absence due to suspension or illness; or
    - Transfer to another public school district, private school, or state- or district-approved education program.

For the purpose of this definition:

- A school year is the 12-month period of time beginning with the normal opening of school in the fall, with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- An individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- A state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored GED preparation.

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.

Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.

National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts

(Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1992-93[1]		1993-94		1994-95		1995-96[2]		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014002	**Athens High School**												
	Grade 7	0.00	0	9.09	3	0.00	0	0.00	0	4.76	1	0.00	0
	Grade 8	0.00	0	4.35	1	4.17	1	0.00	0	6.67	1	0.00	0
	Grade 9	8.00	2	0.00	0	6.45	2	19.23	5	17.65	3	10.00	2
	Grade 10	0.00	0	17.65	3	0.00	0	0.00	0	9.09	2	6.67	1
	Grade 11	0.00	0	11.11	1	0.00	0	33.33	2	22.22	2	5.26	1
	Grade 12	0.00	0	0.00	0	0.00	0	0.00	0	20.00	1	20.00	2
014004	**Haynesville High School**												
	Grade 9	3.57	2	0.00	0	0.00	0	9.52	8	4.41	3	3.85	3
	Grade 10	1.41	1	0.00	0	0.00	0	5.88	4	4.48	3	9.26	5
	Grade 11	8.22	6	0.00	0	0.00	0	3.23	2	3.28	2	0.00	0
	Grade 12	3.77	2	0.00	0	0.00	0	5.88	2	3.23	2	8.33	5
014005	**Haynesville Junior High School**												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	1.75	1	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	3.03	2	2.90	2	1.64	1
014007	**Homer High School**												
	Grade 9	1.98	2	0.00	0	0.00	0	7.34	8	14.00	14	6.00	6
	Grade 10	1.52	1	0.00	0	0.00	0	5.71	6	11.00	11	5.83	6
	Grade 11	3.23	2	0.00	0	0.00	0	9.86	7	3.75	3	8.00	6
	Grade 12	0.00	0	0.00	0	0.00	0	5.45	3	1.45	1	1.32	1
014008	**Homer Junior High School**												
	Grade 7	1.89	2	2.86	4	0.00	0	8.25	8	1.18	1	2.20	2
	Grade 8	0.00	0	1.83	2	0.00	0	7.14	7	11.54	9	4.12	4
014010	**Pineview High School**												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	6.25	1	0.00	0
	Grade 9	0.00	0	6.67	1	0.00	0	16.67	2	0.00	0	11.76	2
	Grade 10	13.33	2	5.56	1	13.33	2	10.53	2	9.09	1	4.55	1
	Grade 11	5.88	1	0.00	0	23.08	3	0.00	0	6.25	1	9.09	1
	Grade 12	11.11	2	0.00	0	0.00	0	18.18	2	0.00	0	0.00	0

[1] In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93[1]		1993-94		1994-95		1995-96[2]		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014011	**Summerfield High School**												
	Grade 7	0.00	0	0.00	0	0.00	0	3.23	1	3.13	1	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	3.85	1	6.45	2	0.00	0
	Grade 9	0.00	0	0.00	0	0.00	0	8.00	2	7.69	2	3.45	1
	Grade 10	0.00	0	0.00	0	0.00	0	6.67	2	16.13	5	14.81	4
	Grade 11	0.00	0	0.00	0	0.00	0	0.00	0	8.70	2	0.00	0
	Grade 12	5.26	1	0.00	0	0.00	0	6.67	1	13.33	2	5.88	1
District													
	Grade 7	0.75	2	2.39	7	0.00	0	3.93	9	1.96	4	0.99	2
	Grade 8	0.00	0	1.16	3	0.41	1	4.61	10	7.35	15	2.27	5
	Grade 9	2.75	6	0.38	1	1.10	2	9.92	25	9.69	22	5.96	14
	Grade 10	2.15	4	1.99	4	0.95	2	6.06	14	9.65	22	7.87	17
	Grade 11	4.97	9	0.58	1	2.16	3	6.75	11	5.35	10	4.57	8
	Grade 12	3.16	5	0.00	0	0.00	0	6.45	8	3.68	6	5.03	9
	Grades 9 - 12	~	~	~	~	~	~	7.53	58	7.45	60	5.96	48
State													
	Grade 7	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904	3.44	2,122
	Grade 8	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232	4.46	2,519
	Grade 9	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245	11.67	7,688
	Grade 10	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626	10.53	5,802
	Grade 11	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897	9.08	4,161
	Grade 12	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605	8.71	3,716
	Grades 9 - 12	~	~	~	~	~	~	11.75	24,908	11.53	24,373	10.20	21,367

[1] In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

[2] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *School Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the "students suspended" number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The *1997-98 School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.

Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.

Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report.* Washington, D.C.: U.S. Government Printing Office.

Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\textit{Percent of Students Suspended} = \frac{\textit{Number of Students Suspended}}{\textit{Cumulative Enrollment}} \times 100$$

$$\textit{Percent of Students Expelled} = \frac{\textit{Number of Students Expelled}}{\textit{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\textit{Percent of Students Suspended} = \frac{\textit{Total Number of Students Suspended for All Schools in the District}}{\textit{Cumulative Enrollment for All Schools in the District}} \times 100^{*}$$

$$\textit{Percent of Students Expelled} = \frac{\textit{Total Number of Students Expelled for All Schools in the District}}{\textit{Cumulative Enrollment for All Schools in the District}} \times 100^{*}$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled

Elementary Schools

	1992-93		1993-94		1994-95		1995-96[2]		1996-97		1997-98	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014003 Haynesville Elementary School												
Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Suspended (Out of School)	0.75	3	0.28	1	0.31	1	0.00	0	0.29	1	0.86	3
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
014006 Homer Elementary School												
Suspended (In School)	~	~	~	~	~	~	~	~	0.83	5	0.33	2
Suspended (Out of School)	2.66	18	2.57	19	2.55	15	4.09	29	2.31	14	10.33	62
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
District (Elementary Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	0.53	5	0.21	2
Suspended (Out of School)	~	~	2.07	20	1.83	16	2.68	29	1.59	15	6.86	65
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	~	~	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
District (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	2.42	72	0.13	4
Suspended (Out of School)	9.70	299	7.68	244	9.49	265	7.28	233	8.17	243	11.54	356
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	0.00	0	0.09	3	0.18	5	0.03	1	0.00	0	0.00	0
State[1] (Elementary Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	2.17	8,584	3.07	11,949
Suspended (Out of School)	~	~	~	~	~	~	~	~	4.26	16,806	4.83	18,811
Expelled (In School)	~	~	~	~	~	~	~	~	0.01	34	0.01	37
Expelled (Out of School)	~	~	~	~	~	~	~	~	0.08	311	0.11	425
State[1] (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

[1] Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

[2] Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled

Middle/Jr. High Schools

	1992-93		1993-94		1994-95		1995-96[2]		1996-97		1997-98	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014005 Haynesville Junior High School												
Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Suspended (Out of School)	10.75	36	11.40	39	10.89	33	12.31	33	18.01	47	22.09	57
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	0.00	0	0.29	1	0.00	0	0.00	0	0.00	0	0.00	0
014008 Homer Junior High School												
Suspended (In School)	~	~	~	~	~	~	~	~	16.67	66	0.24	1
Suspended (Out of School)	21.20	88	16.28	77	19.12	78	11.90	50	11.87	47	16.87	70
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	0.00	0	0.00	0	0.49	2	0.24	1	0.00	0	0.00	0
District (Middle/Jr. High Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	10.15	66	0.15	1
Suspended (Out of School)	~	~	14.80	116	16.40	111	11.99	82	14.46	94	18.96	127
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	~	~	0.13	1	0.30	2	0.15	1	0.00	0	0.00	0
District (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	2.42	72	0.13	4
Suspended (Out of School)	9.70	299	7.68	244	9.49	265	7.28	233	8.17	243	11.54	356
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	0.00	0	0.09	3	0.18	5	0.03	1	0.00	0	0.00	0
State[1] (Middle/Jr. High Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	10.03	14,670	14.53	21,148
Suspended (Out of School)	~	~	~	~	~	~	~	~	16.40	23,990	18.26	26,576
Expelled (In School)	~	~	~	~	~	~	~	~	0.16	234	0.31	448
Expelled (Out of School)	~	~	~	~	~	~	~	~	0.87	1,269	1.12	1,629
State[1] (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

[1] Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

[2] Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled

High Schools

	1992-93		1993-94		1994-95		1995-96[2]		1996-97		1997-98	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014004 Haynesville High School												
Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
Suspended (Out of School)	19.37	49	17.28	47	13.23	34	17.24	45	0.00	0	~	~
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
014007 Homer High School												
Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Suspended (Out of School)	14.38	42	4.08	14	9.52	32	11.36	41	22.41	78	24.93	89
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	0.00	0	0.00	0	0.30	1	0.00	0	0.00	0	0.00	0
District (High Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Suspended (Out of School)	~	~	10.18	61	13.66	66	13.87	86	12.64	78	14.86	89
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	~	~	0.00	0	0.21	1	0.00	0	0.00	0	0.00	0
District (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	2.42	72	0.13	4
Suspended (Out of School)	9.70	299	7.68	244	9.49	265	7.28	233	8.17	243	11.54	356
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	0.00	0	0.09	3	0.18	5	0.03	1	0.00	0	0.00	0
State[1] (High Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	8.67	19,412	11.97	26,592
Suspended (Out of School)	~	~	~	~	~	~	~	~	15.72	35,175	15.80	35,108
Expelled (In School)	~	~	~	~	~	~	~	~	0.11	254	0.23	512
Expelled (Out of School)	~	~	~	~	~	~	~	~	0.80	1,797	0.80	1,775
State[1] (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

[1] Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

[2] Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6d: Students Suspended and Expelled

Combination Schools

		1992-93		1993-94		1994-95		1995-96[2]		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014002	**Athens High School**												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.35	1
	Suspended (Out of School)	13.85	36	10.04	28	15.44	40	10.60	30	7.45	19	10.84	31
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.72	2	0.77	2	0.00	0	0.00	0	0.00	0
014010	**Pineview High School**												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.43	1	0.00	0
	Suspended (Out of School)	7.01	15	5.15	12	9.95	21	3.70	9	5.13	12	12.39	28
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
014011	**Summerfield High School**												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	3.30	12	1.80	7	3.30	11	0.00	0	7.74	25	5.88	18
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

[1] Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

[2] Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6d: Students Suspended and Expelled

Combination Schools

	1992-93		1993-94		1994-95		1995-96[2]		1996-97		1997-98	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District (Combination Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	0.12	1	0.12	1
Suspended (Out of School)	~	~	5.67	47	9.52	72	4.53	39	6.91	56	9.41	77
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	~	~	0.24	2	0.26	2	0.00	0	0.00	0	0.00	0
District (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	2.42	72	0.13	4
Suspended (Out of School)	9.70	299	7.68	244	9.49	265	7.28	233	8.17	243	11.54	356
Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)	0.00	0	0.09	3	0.18	5	0.03	1	0.00	0	0.00	0
State[1] (Combination Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	3.50	1,464	4.40	1,756
Suspended (Out of School)	~	~	~	~	~	~	~	~	7.88	3,296	8.09	3,226
Expelled (In School)	~	~	~	~	~	~	~	~	0.05	20	0.05	18
Expelled (Out of School)	~	~	~	~	~	~	~	~	0.21	87	0.21	85
State[1] (All Schools)												
Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

[1] Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

[2] Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

Reading Level Evaluation Results

The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, this is not an easy task for some children due to a variety of reasons. These children require high quality preschool and kindergarten programs and excellent primary instruction that emphasize language and literacy skills. Act 450 of the 1997 Legislative Session required each second and third grade teacher to report the number of students reading below grade level within the first thirty days of school.

Organization

Tables 7a and 7b present Reading Level Evaluation Results for grades 2 and 3 respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each school in the district receiving a *School Report Card*, with schools listed in site code order. District and state results are presented for comparison purposes. Please use caution when comparing, as each district was permitted to select its own assessment instrument(s).

Definition

The following students were evaluated and included in the assessment results:

- All regular education students enrolled as of October 1, 1997;
- All special education students whose IEP designate that they are in a specially designed, regular instructional program;
- All Limited English Proficient (LEP) students who were enrolled in and completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- Students in alternative programs or placements who are addressing regular curriculum standards; and
- All disabled students according to Section 504.

Assessment Instruments

Each teacher used one of the following types of assessment instruments:

- Basal reading test
- Informal reading inventory
- Computerized reading inventory
- Other standardized tests, such as norm-referenced tests, criterion-referenced tests, etc.

Data Presentation: *School Report Card*

The *1997-98 School Report Cards* present school-level count and percent of students reading below, on, and above their grade levels for grades 2 and 3.

Method of Calculation

The formula used to compute the percents of students reading below, on, and above their grade levels is presented on the following page.

Data Sources

The Reading Level data is based on district-reported data submitted to the Louisiana Department of Education, Division of School Standards, Accountability and Assistance.

Formula Used to Calculate Percent of Students Reading Below, On, and Above Their Grade Levels

$$\textit{Percent of Students Reading Below Grade Level} = \frac{\textit{Number of Students Reading Below Grade Level}}{\textit{Total Number of Students Assessed in that Grade}} \times 100$$

$$\textit{Percent of Students Reading On Grade Level} = \frac{\textit{Number of Students Reading On Grade Level}}{\textit{Total Number of Students Assessed in that Grade}} \times 100$$

$$\textit{Percent of Students Reading Above Grade Level} = \frac{\textit{Number of Students Reading Above Grade Level}}{\textit{Total Number of Students Assessed in that Grade}} \times 100$$

Table 7a: Reading Level Evaluation Results - Grade 2

Number and Percent of Students Reading Below, On, or Above Grade Level

	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98[1]	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014003 Haynesville Elementary School												
Students Assessed		~		~		~		~		~		65
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	81.54	53
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.92	11
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.54	1
014006 Homer Elementary School												
Students Assessed		~		~		~		~		~		116
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	81.90	95
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.79	16
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	4.31	5
District												
Students Assessed		~		~		~		~		~		230
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	77.39	178
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.13	44
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.48	8
State (Public)												
Students Assessed		~		~		~		~		~		58,692
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	25,518
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.09	21,767
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.44	11,407

[1] Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.
~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3

Number and Percent of Students Reading Below, On, or Above Grade Level

	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98[1]	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014003 Haynesville Elementary School												
Students Assessed		~		~		~		~		~		58
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.69	12
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.28	28
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.03	18
014006 Homer Elementary School												
Students Assessed		~		~		~		~		~		110
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	58.18	64
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.91	34
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.91	12
District												
Students Assessed		~		~		~		~		~		225
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.78	94
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.67	87
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.56	44
State (Public)												
Students Assessed		~		~		~		~		~		56,800
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.00	21,585
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.23	23,989
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.76	11,226

[1] Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.
~ = Unavailable data

Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- Grade 7—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 8a - 8c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 8d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *School Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1997-98 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3

Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96[1]		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014002	**Athens High School**												
	Language Arts	75	20	90	20	85	20	100	20	93	15	63	27
	Mathematics	95	19	80	20	100	20	95	20	87	15	70	27
014003	**Haynesville Elementary School**												
	Language Arts	96	55	100	52	91	55	98	62	85	65	96	54
	Mathematics	93	55	92	52	93	55	98	62	94	65	93	54
014006	**Homer Elementary School**												
	Language Arts	92	99	99	103	80	100	82	94	90	106	77	110
	Mathematics	93	99	97	104	85	100	89	94	88	106	74	109
014010	**Pineview High School**												
	Language Arts	100	12	100	16	87	23	100	18	92	13	85	13
	Mathematics	100	12	100	16	83	23	100	18	92	13	92	13
014011	**Summerfield High School**												
	Language Arts	96	27	100	21	100	16	100	19	100	29	100	21
	Mathematics	100	27	100	20	100	16	100	19	97	29	100	21
District													
	Language Arts	92	213	99	212	86	214	92	213	90	228	83	225
	Mathematics	94	212	95	212	89	214	94	213	91	228	82	224
State													
	Language Arts	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926	90	56,711
	Mathematics	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792	88	56,534

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5

Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96[1]		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014002	**Athens High School**												
	Language Arts	100	19	100	14	100	11	94	17	100	21	95	22
	Mathematics	100	19	100	14	100	11	94	17	100	21	95	22
014005	**Haynesville Junior High School**												
	Language Arts	86	71	88	67	86	51	83	53	89	56	78	69
	Mathematics	85	71	96	67	94	50	92	53	91	56	91	69
014008	**Homer Junior High School**												
	Language Arts	91	87	80	86	75	92	74	94	70	115	82	83
	Mathematics	93	87	93	85	79	91	79	94	75	115	83	83
014010	**Pineview High School**												
	Language Arts	94	18	100	13	100	12	76	17	81	27	83	18
	Mathematics	94	18	100	13	100	12	94	17	85	27	89	18
014011	**Summerfield High School**												
	Language Arts	96	25	83	24	96	26	91	22	96	23	95	20
	Mathematics	92	25	96	24	96	26	100	21	100	23	100	20
District													
	Language Arts	91	220	86	204	84	192	80	203	81	242	83	212
	Mathematics	91	220	95	203	88	190	87	202	84	242	89	212
State													
	Language Arts	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617	85	55,793
	Mathematics	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637	88	55,716

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7

Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96[1]		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014002	**Athens High School**												
	Language Arts	74	19	85	20	83	12	84	19	100	13	100	14
	Mathematics	53	19	85	20	25	12	37	19	100	13	93	14
014005	**Haynesville Junior High School**												
	Language Arts	93	75	93	74	98	65	90	72	84	57	87	46
	Mathematics	89	75	92	74	91	65	81	72	65	57	70	46
014008	**Homer Junior High School**												
	Language Arts	98	93	94	100	86	90	92	78	85	80	83	81
	Mathematics	87	91	90	100	76	90	73	78	80	79	86	80
014010	**Pineview High School**												
	Language Arts	80	15	100	9	94	18	85	13	93	14	100	18
	Mathematics	67	15	78	9	83	18	69	13	86	14	100	18
014011	**Summerfield High School**												
	Language Arts	92	25	95	22	100	20	87	23	93	27	95	20
	Mathematics	88	25	95	22	95	20	91	23	88	26	90	20
District													
	Language Arts	93	227	93	225	92	205	90	205	87	191	88	179
	Mathematics	84	225	90	225	80	205	74	205	78	189	84	178
State													
	Language Arts	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041	85	57,215
	Mathematics	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823	79	57,055

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results

Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96[1]		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014002	**Athens High School**												
	Language Arts	73	11	100	8	100	4	83	12	81	16	91	11
	Mathematics	36	11	63	8	50	4	25	12	50	16	27	11
	Written Composition	100	11	88	8	100	4	100	12	80	15	100	11
	Science	86	7	75	8	75	8	75	4	100	8	71	14
	Social Studies	86	7	75	8	43	7	100	4	100	8	100	14
014004	**Haynesville High School**												
	Language Arts	89	61	82	34	93	60	90	61	79	63	93	46
	Mathematics	72	60	62	34	92	60	84	61	78	63	76	46
	Written Composition	78	59	85	34	97	60	98	61	94	63	100	45
	Science	80	65	93	56	93	29	88	57	79	56	88	51
	Social Studies	85	65	86	56	90	29	88	57	88	56	76	51
014007	**Homer High School**												
	Language Arts	82	55	100	52	96	73	90	81	80	81	88	77
	Mathematics	87	55	88	52	99	73	91	81	84	81	64	77
	Written Composition	84	55	96	52	96	73	93	81	90	81	95	77
	Science	88	51	92	48	93	46	91	65	69	74	82	67
	Social Studies	90	51	83	48	89	46	97	65	93	74	85	66
014010	**Pineview High School**												
	Language Arts	80	15	83	12	83	12	94	17	100	8	95	20
	Mathematics	60	15	67	12	100	12	82	17	100	8	100	20
	Written Composition	64	14	73	11	83	12	65	17	100	8	80	20
	Science	100	16	100	14	100	10	92	13	100	16	100	9
	Social Studies	100	16	100	14	80	10	100	13	100	16	89	9
014011	**Summerfield High School**												
	Language Arts	90	20	84	19	93	14	96	27	95	20	100	17
	Mathematics	84	19	72	18	86	14	89	27	95	19	94	17
	Written Composition	95	20	100	19	100	14	96	27	100	20	100	17
	Science	89	18	88	17	81	16	79	14	100	18	81	16
	Social Studies	100	18	94	17	100	16	93	14	100	19	94	16

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results

Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96[1]		1996-97		1997-98	
		Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
District													
	Language Arts	85	162	91	125	94	163	91	198	82	188	92	171
	Mathematics	75	160	75	124	94	163	84	198	81	187	72	171
	Written Composition	82	159	91	124	96	163	93	198	92	187	95	170
	Science	86	157	92	143	91	109	88	153	80	172	84	157
	Social Studies	90	157	87	143	87	108	93	153	93	173	85	156
State													
	Language Arts	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342	87	46,128
	Mathematics	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307	76	46,004
	Written Composition	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983	95	44,944
	Science	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423	84	40,021
	Social Studies	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407	88	39,891

[1] Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the *California Achievement Test (CAT)* Form F, and from 1993 to 1997, Louisiana's NRT was the CAT/5. In 1997, the Iowa Tests were adopted for first administration in the spring of 1998. At grades 4, 6, and 8, the *Iowa Tests of Basic Skills (ITBS)* were administered and at grades 9, 10, and 11, the *Iowa Tests of Educational Development (ITED)* were administered.

ITBS consists of thirteen tests in the subject areas of reading, language, mathematics, social studies, science, and sources of information. The Mathematics Computation test was administered only at grade 4; Mathematics Computation is not used to calculate the Math Total, Core Total, nor the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total. The NRT data tables for grades 4, 6, and 8 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

ITED consists of seven tests: Vocabulary, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Ability to Interpret Literacy Materials, Analysis of Social Studies Materials, Analysis of Science Materials, and Use of Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests. The NRT data tables for grades 9, 10, and 11 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

These test are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring accommodations to the standardization administration procedures.

Organization

Tables 9a to 9f present 1997-98 NRT results for grades 4, 6, 8, 9, 10, and 11, respectively. Test results are presented for all schools in the district receiving a *School Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quartile 4*--the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.
- *Quartile 3*--the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2*-- the percent of students who scored between the 25th and 49th national percentiles.
- *Quartile 1*--the percent of students who scored between the 1st and 24th national percentiles.
- *Percentile Rank of the Average Standard Score for the National Student Norms*-- percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

Data Presentation: *School Report Card*

The *1997-98 School Report Cards* present percentile rank of the average standard score for the national student norms at the school, district, and state levels.

Definition

Norm-referenced tests (NRTs)-- These tests produce scores that tell how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data provided to the Louisiana Department of Education by Riverside Publishing, test contractor for The Iowa Tests.

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
014002	**Athens High School**						
	Fourth Quartile	~	~	~	~	~	5.6
	Third Quartile	~	~	~	~	~	11.1
	Second Quartile	~	~	~	~	~	27.8
	First Quartile	~	~	~	~	~	55.6
	Percentile Rank	~	~	~	~	~	27.0
014003	**Haynesville Elementary School**						
	Fourth Quartile	~	~	~	~	~	10.2
	Third Quartile	~	~	~	~	~	18.4
	Second Quartile	~	~	~	~	~	38.8
	First Quartile	~	~	~	~	~	32.7
	Percentile Rank	~	~	~	~	~	39.0
014006	**Homer Elementary School**						
	Fourth Quartile	~	~	~	~	~	4.8
	Third Quartile	~	~	~	~	~	9.5
	Second Quartile	~	~	~	~	~	36.9
	First Quartile	~	~	~	~	~	48.8
	Percentile Rank	~	~	~	~	~	28.0
014010	**Pineview High School**						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	0.0
	Second Quartile	~	~	~	~	~	58.3
	First Quartile	~	~	~	~	~	41.7
	Percentile Rank	~	~	~	~	~	27.0
014011	**Summerfield High School**						
	Fourth Quartile	~	~	~	~	~	19.2
	Third Quartile	~	~	~	~	~	19.2
	Second Quartile	~	~	~	~	~	26.9
	First Quartile	~	~	~	~	~	34.6
	Percentile Rank	~	~	~	~	~	41.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
District							
	Fourth Quartile	~	~	~	~	~	7.9
	Third Quartile	~	~	~	~	~	12.7
	Second Quartile	~	~	~	~	~	36.5
	First Quartile	~	~	~	~	~	42.9
	Percentile Rank	~	~	~	~	~	32.0
State							
	Fourth Quartile	~	~	~	~	~	15.2
	Third Quartile	~	~	~	~	~	22.2
	Second Quartile	~	~	~	~	~	31.8
	First Quartile	~	~	~	~	~	30.8
	Percentile Rank	~	~	~	~	~	42.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
014002	**Athens High School**						
	Fourth Quartile	~	~	~	~	~	16.7
	Third Quartile	~	~	~	~	~	11.1
	Second Quartile	~	~	~	~	~	16.7
	First Quartile	~	~	~	~	~	55.6
	Percentile Rank	~	~	~	~	~	33.0
014005	**Haynesville Junior High School**						
	Fourth Quartile	~	~	~	~	~	13.0
	Third Quartile	~	~	~	~	~	35.2
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	18.5
	Percentile Rank	~	~	~	~	~	47.0
014008	**Homer Junior High School**						
	Fourth Quartile	~	~	~	~	~	5.1
	Third Quartile	~	~	~	~	~	17.9
	Second Quartile	~	~	~	~	~	30.8
	First Quartile	~	~	~	~	~	46.2
	Percentile Rank	~	~	~	~	~	31.0
014010	**Pineview High School**						
	Fourth Quartile	~	~	~	~	~	4.8
	Third Quartile	~	~	~	~	~	23.8
	Second Quartile	~	~	~	~	~	42.9
	First Quartile	~	~	~	~	~	28.6
	Percentile Rank	~	~	~	~	~	36.0
014011	**Summerfield High School**						
	Fourth Quartile	~	~	~	~	~	16.7
	Third Quartile	~	~	~	~	~	4.2
	Second Quartile	~	~	~	~	~	37.5
	First Quartile	~	~	~	~	~	41.7
	Percentile Rank	~	~	~	~	~	35.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
District							
	Fourth Quartile	~	~	~	~	~	9.7
	Third Quartile	~	~	~	~	~	21.0
	Second Quartile	~	~	~	~	~	32.3
	First Quartile	~	~	~	~	~	36.9
	Percentile Rank	~	~	~	~	~	37.0
State							
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	23.6
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
014002	**Athens High School**						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	12.5
	Second Quartile	~	~	~	~	~	75.0
	First Quartile	~	~	~	~	~	12.5
	Percentile Rank	~	~	~	~	~	38.0
014005	**Haynesville Junior High School**						
	Fourth Quartile	~	~	~	~	~	6.3
	Third Quartile	~	~	~	~	~	20.8
	Second Quartile	~	~	~	~	~	43.8
	First Quartile	~	~	~	~	~	29.2
	Percentile Rank	~	~	~	~	~	40.0
014008	**Homer Junior High School**						
	Fourth Quartile	~	~	~	~	~	5.6
	Third Quartile	~	~	~	~	~	15.3
	Second Quartile	~	~	~	~	~	44.4
	First Quartile	~	~	~	~	~	34.7
	Percentile Rank	~	~	~	~	~	33.0
014010	**Pineview High School**						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	7.7
	Second Quartile	~	~	~	~	~	76.9
	First Quartile	~	~	~	~	~	15.4
	Percentile Rank	~	~	~	~	~	34.0
014011	**Summerfield High School**						
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	20.0
	Second Quartile	~	~	~	~	~	30.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	48.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
District							
	Fourth Quartile	~	~	~	~	~	7.1
	Third Quartile	~	~	~	~	~	16.6
	Second Quartile	~	~	~	~	~	47.9
	First Quartile	~	~	~	~	~	28.4
	Percentile Rank	~	~	~	~	~	37.0
State							
	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	24.7
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	29.5
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
014002	**Athens High School**						
	Fourth Quartile	~	~	~	~	~	7.1
	Third Quartile	~	~	~	~	~	21.4
	Second Quartile	~	~	~	~	~	35.7
	First Quartile	~	~	~	~	~	35.7
	Percentile Rank	~	~	~	~	~	35.0
014004	**Haynesville High School**						
	Fourth Quartile	~	~	~	~	~	8.8
	Third Quartile	~	~	~	~	~	22.8
	Second Quartile	~	~	~	~	~	36.8
	First Quartile	~	~	~	~	~	31.6
	Percentile Rank	~	~	~	~	~	38.0
014007	**Homer High School**						
	Fourth Quartile	~	~	~	~	~	13.8
	Third Quartile	~	~	~	~	~	24.6
	Second Quartile	~	~	~	~	~	36.9
	First Quartile	~	~	~	~	~	24.6
	Percentile Rank	~	~	~	~	~	45.0
014010	**Pineview High School**						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	7.1
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	64.3
	Percentile Rank	~	~	~	~	~	25.0
014011	**Summerfield High School**						
	Fourth Quartile	~	~	~	~	~	13.6
	Third Quartile	~	~	~	~	~	36.4
	Second Quartile	~	~	~	~	~	27.3
	First Quartile	~	~	~	~	~	22.7
	Percentile Rank	~	~	~	~	~	46.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
District							
	Fourth Quartile	~	~	~	~	~	10.5
	Third Quartile	~	~	~	~	~	23.8
	Second Quartile	~	~	~	~	~	34.9
	First Quartile	~	~	~	~	~	30.8
	Percentile Rank	~	~	~	~	~	40.0
State							
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	30.7
	Percentile Rank	~	~	~	~	~	43.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
014002	**Athens High School**						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	9.1
	Second Quartile	~	~	~	~	~	27.3
	First Quartile	~	~	~	~	~	63.6
	Percentile Rank	~	~	~	~	~	25.0
014004	**Haynesville High School**						
	Fourth Quartile	~	~	~	~	~	10.9
	Third Quartile	~	~	~	~	~	30.4
	Second Quartile	~	~	~	~	~	37.0
	First Quartile	~	~	~	~	~	21.7
	Percentile Rank	~	~	~	~	~	46.0
014007	**Homer High School**						
	Fourth Quartile	~	~	~	~	~	12.1
	Third Quartile	~	~	~	~	~	19.7
	Second Quartile	~	~	~	~	~	24.2
	First Quartile	~	~	~	~	~	43.9
	Percentile Rank	~	~	~	~	~	38.0
014010	**Pineview High School**						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	11.8
	Second Quartile	~	~	~	~	~	41.2
	First Quartile	~	~	~	~	~	47.1
	Percentile Rank	~	~	~	~	~	25.0
014011	**Summerfield High School**						
	Fourth Quartile	~	~	~	~	~	46.7
	Third Quartile	~	~	~	~	~	26.7
	Second Quartile	~	~	~	~	~	20.0
	First Quartile	~	~	~	~	~	6.7
	Percentile Rank	~	~	~	~	~	71.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
District							
	Fourth Quartile	~	~	~	~	~	12.9
	Third Quartile	~	~	~	~	~	21.9
	Second Quartile	~	~	~	~	~	29.7
	First Quartile	~	~	~	~	~	35.5
	Percentile Rank	~	~	~	~	~	41.0
State							
	Fourth Quartile	~	~	~	~	~	17.0
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
014002	**Athens High School**						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	7.1
	Second Quartile	~	~	~	~	~	64.3
	First Quartile	~	~	~	~	~	28.6
	Percentile Rank	~	~	~	~	~	31.0
014004	**Haynesville High School**						
	Fourth Quartile	~	~	~	~	~	12.2
	Third Quartile	~	~	~	~	~	14.3
	Second Quartile	~	~	~	~	~	30.6
	First Quartile	~	~	~	~	~	42.9
	Percentile Rank	~	~	~	~	~	36.0
014007	**Homer High School**						
	Fourth Quartile	~	~	~	~	~	10.9
	Third Quartile	~	~	~	~	~	14.5
	Second Quartile	~	~	~	~	~	43.6
	First Quartile	~	~	~	~	~	30.9
	Percentile Rank	~	~	~	~	~	38.0
014010	**Pineview High School**						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	12.5
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	62.5
	Percentile Rank	~	~	~	~	~	20.0
014011	**Summerfield High School**						
	Fourth Quartile	~	~	~	~	~	12.5
	Third Quartile	~	~	~	~	~	18.8
	Second Quartile	~	~	~	~	~	43.8
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	44.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98[1]
District							
	Fourth Quartile	~	~	~	~	~	9.9
	Third Quartile	~	~	~	~	~	14.1
	Second Quartile	~	~	~	~	~	40.1
	First Quartile	~	~	~	~	~	35.9
	Percentile Rank	~	~	~	~	~	36.0
State							
	Fourth Quartile	~	~	~	~	~	19.6
	Third Quartile	~	~	~	~	~	22.8
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	28.1
	Percentile Rank	~	~	~	~	~	45.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

[1] In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 10, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1997-98 School Report Cards* of those schools that have a twelfth grade. The *School Report Cards* present 1997-98 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles.* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 10: American College Test (ACT) Results

Average Composite Scores

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
014002 Athens High School	17.3	19.0	~	16.0	19.0	15.0
014004 Haynesville High School	20.1	19.1	17.4	17.0	17.0	18.8
014007 Homer High School	19.1	17.7	18.0	17.5	17.8	17.3
014010 Pineview High School	15.6	16.3	15.0	15.6	15.3	15.2
014011 Summerfield High School	20.8	21.8	19.1	17.3	17.1	20.5
District (Public)	19.3	18.9	17.6	17.1	17.3	17.9
State (Public and Nonpublic)	19.5	19.4	19.4	19.4	19.4	19.5
Nation (Public and Nonpublic)	20.7	20.8	20.8	20.9	21.0	21.0

~ = Unavailable Data

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 11, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the *1997-98 School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1997-98 School Report Cards *represent information on 1996-97 high school graduates.*

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\textit{Percent of High School Graduates Who Were First-time College Freshmen} = \frac{\textit{Number of First-time College Freshmen}}{\textit{Total Number of High School Graduates}} \times 100$$

$$\textit{Percent of First-time College Freshmen Who Enrolled in a Remedial Course} = \frac{\textit{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\textit{Total Number of First-time College Freshmen}} \times 100$$

- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
- *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 11

First-time College Freshmen Performance

	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
	Percent	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*
014002 Athens High School												
Number of High School Graduates[1]		17		12		6		9		4		~
HS Graduates Who Were First-time College Freshmen	5.88	1	33.33	4	0.00	0	11.11	1	100.00	4	~	~
First-time Freshmen Enrolled in College Remedial Courses	0.00	0	100.00	4	0.00	0	100.00	1	75.00	3	~	~
014004 Haynesville High School												
Number of High School Graduates[1]		54		43		56		54		52		~
HS Graduates Who Were First-time College Freshmen	29.63	16	41.86	18	39.29	22	38.89	21	28.85	15	~	~
First-time Freshmen Enrolled in College Remedial Courses	50.00	8	44.44	8	54.55	12	66.67	14	80.00	12	~	~
014007 Homer High School												
Number of High School Graduates[1]		59		59		56		49		65		~
HS Graduates Who Were First-time College Freshmen	18.64	11	28.81	17	30.36	17	48.98	24	27.69	18	~	~
First-time Freshmen Enrolled in College Remedial Courses	36.36	4	47.06	8	52.94	9	45.83	11	72.22	13	~	~
014010 Pineview High School												
Number of High School Graduates[1]		17		15		12		14		12		~
HS Graduates Who Were First-time College Freshmen	35.29	6	6.67	1	41.67	5	35.71	5	25.00	3	~	~
First-time Freshmen Enrolled in College Remedial Courses	66.67	4	100.00	1	0.00	0	20.00	1	66.67	2	~	~
014011 Summerfield High School												
Number of High School Graduates[1]		15		14		17		14		10		~
HS Graduates Who Were First-time College Freshmen	33.33	5	14.29	2	47.06	8	35.71	5	40.00	4	~	~
First-time Freshmen Enrolled in College Remedial Courses	0.00	0	0.00	0	37.50	3	0.00	0	25.00	1	~	~
District (Public)												
Number of High School Graduates[1]		162		143		147		140		143		~
HS Graduates Who Were First-time College Freshmen	24.07	39	29.37	42	35.37	52	40.00	56	30.76	44	~	~
First-time Freshmen Enrolled in College Remedial Courses	41.03	16	50.00	21	46.15	24	48.21	27	70.45	31	~	~
State (Public)												
Number of High School Graduates[1]		33,593		33,772		34,937		36,275		36,407		~
HS Graduates Who Were First-time College Freshmen	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697	~	~
First-time Freshmen Enrolled in College Remedial Courses	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839	~	~

[1] Represents graduates from the previous school year.
~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the K-12 range and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

"Students who meet the above criteria and are present at the school site for 26-50% of the student's instructional day shall be credited with a half day's attendance. Those who meet the above criteria and are present for at least 51% of the student's instructional day are credited with a whole day's attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department." (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as "an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death."

"For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but ***NOT*** adult) programs leading to a GED or some other certification differing from the regular diploma" (NCES, 1993).

elementary school category—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant

principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

Percentile rank of average standard scores for national student norms—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

middle/junior high category—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8 and excludes grades in the K-3 and 10-12 ranges.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/ schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.